

## Utilising Journaling Technique To Enhance Creative Writing Skills Among Primary School Students

(Meningkatkan Penulisan Kreatif di Kalangan Pelajar Sekolah Rendah Melalui Teknik Jurnal)

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### ABSTRACT

Academic writing has received greater attention in research studies concerning ESL writing than creative writing. However, there are still limited studies on journal writing as one of the strategies for enhancing creative writing skills. This study's primary goal is to provide an insight into Year 5 students' perspectives on journal writing in which they kept open-ended journals for twelve weeks. This study used a semi-structured interview in conjunction with mixed-methods research. To analyse the data, the researcher used descriptive analysis to identify the frequency of each theme. The results reveal that the advantages, difficulties and variables impacting ESL students' creative writing skills are more widely discussed in relation to journal writing. According to the research findings, students who journal on a daily basis start to reflect on their lives and make efforts to improve their writing skill as well as creative writing. Furthermore, the review signifies the development of a number of assistance measures for students to enhance their creative writing skills through journaling. In summary, there are certain difficulties in utilising journaling strategy to enhance creative writing skills among primary school students; nonetheless, the benefits of the research greatly exceed these difficulties.

Keywords: Journal writing, journaling, creative writing skills, primary school students, ESL writing, teaching strategies

### ABSTRAK

Kajian penyelidikan tentang penulisan ESL lebih memberi tumpuan kepada menulis akademik daripada menulis kreatif. Walau bagaimanapun, masih terdapat kajian terhad mengenai penulisan jurnal sebagai salah satu strategi untuk meningkatkan kemahiran penulisan kreatif. Tujuan utama penyelidikan ini ialah untuk menyiasat sikap pelajar Tahun 5 mengenai penulisan jurnal selama dua bulan di mana mereka menyimpan jurnal terbuka dan mereka boleh mengekspresikan pemikiran mereka secara bebas. Penyelidikan ini menggunakan kajian kaedah campuran menggunakan soalan kajian. Untuk menganalisis data, penyelidik menggunakan analisis deskriptif untuk mengenal pasti frekuensi dan peratusan setiap item. Hasilnya mendedahkan bahawa terdapat konteks yang lebih luas mengenai faedah menulis jurnal pelajar ESL, cabaran dan faktor yang mempengaruhi kemahiran menulis kreatif pelajar. Menurut temuan penyelidikan, pelajar yang menyiarkan jurnal setiap hari mula memikirkan kehidupan mereka dan membuat usaha untuk meningkatkan kemahiran menulis mereka serta menulis kreatif. Selain itu, tinjauan ini bermakna pembangunan beberapa langkah bantuan bagi pelajar untuk meningkatkan kemahiran penulisan kreatif mereka melalui jurnal. Kesimpulannya, terdapat kesukaran tertentu dalam menggunakan strategi jurnal untuk meningkatkan kemahiran menulis kreatif di kalangan pelajar sekolah rendah. Walau bagaimanapun, faedah penyelidikan jauh melebihi kesulitan ini.

Kata kunci: Penulisan jurnal, jurnal, kemahiran menulis kreatif, pelajar sekolah rendah, penulisan ESL, strategi pengajaran

### INTRODUCTION

Educators around the globe concur that writing is a challenging exercise that is crucial to the advancement of second language acquisition. Despite the fact that writing is one of the most important abilities to emphasise in curriculum and school culture, the curriculum's failure is largely due to students' overemphasis on exam performance

at the expense of transmitting knowledge, values, and skills. When writing in a second language, this process becomes more difficult since the writer may have a limited vocabulary, idioms, cultural understanding, or less experience with the second language's rhetorical tactics. The curriculum modifications leave significant effects on how English is carried out in the classroom in Malaysia's education system (Joseph & Harland, 2019). In order to effectively instruct future learners in the second language,

learners must possess the confidence to write in that language.

For both second language learners and native language speakers, proficient writing is generally seen as the final language skill to be attained out of the four core language skills in the language acquisition process (Hamp and Heasley, 2006). Factors such as globalisation, internationalisation and economic development have prompted our country, Malaysia, to progressively reexamine and recalibrate its language policies (Munusamy & Azirah, 2019). Journal writing in a second language is one of the strategies for obtaining this target. One method to convert writing into a negotiated language interaction is to keep a journal, where learners can exchange questions, clarifications, and comments to develop meaning through communication.

The issues of the research are the lack of exposure and awareness of the writing ability of primary school students along with their lack of interest in the lessons that require creative writing. "Creative writing can be considered any original composition writing that is in no way guilty of plagiarism," according to a creative writing article (Yang, 2022). Despite the fact that teachers are quite knowledgeable about teaching creative writing, they nevertheless realise that it is a very challenging task to delegate to students, mainly reluctant writers. Therefore, the journaling technique is used in this study to improve the creative writing skills of primary school students, and their perspectives regarding their journaling experiences were investigated to further reveal their views regarding the writing process and the enhanced ability to express themselves through writing that results from journaling. Encouraging students to consistently write in their journals is one of the reliable approaches to their writing learning journey, as well as establishing their creative writing skills. This research is embedded in the presumption that exposing journal writing to primary school students as a teaching strategy is affecting their creative writing skills.

## LITERATURE REVIEW

Writing skills can be regarded as the most challenging skill to develop among the four fundamental language skills (Can & Yavuz, 2017). Two methods of writing skills are identified from the writing skills literature, namely the product-based approach and the process-based approach (Üstün, 2021). Cognitive elements aid English language learners to develop an awareness and knowledge of the writing process, hence, to be able to apply learning strategies in a meaningful way, students must be attentive to them (Agili & Prabhashini, 2021). Teachers must utilise a variety of process strategies to teach writing skills as new innovations in writing start to emerge.

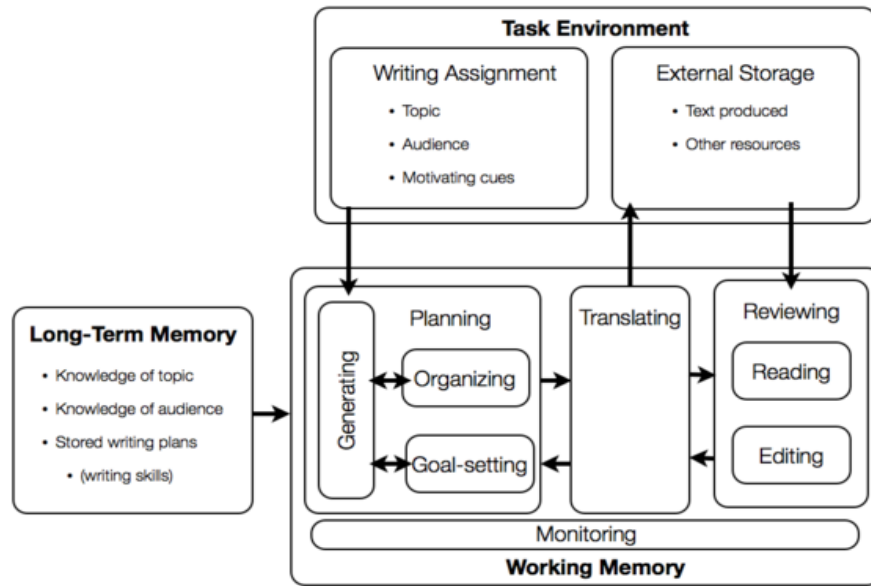
Research conducted over the past 30 years in various nations throughout the world has revealed issues with writing instruction related to teachers' readiness to teach writing as well as the nature and the frequency of writing exercises and lessons (Malpique et al., 2023). Journal writing, one of the types of in-depth journal writing, is claimed to offer students a variety of possible benefits (Cisero, 2006). It encourages pupils to explore novel ideas and provides them with "stream-of-consciousness writing" practice.

Journal writing, one of the types of in-depth journal writing, is claimed to offer students a variety of possible benefits (Cisero, 2006). According to Ghiasi (2022), journals can be used for a variety of purposes; some are considered creative, while others are for personal use. Students would get the chance to apply what they have learned into practise in a relevant setting. Instead of memorising what they learned, individuals use their past knowledge to communicate their feelings or opinions. Students contextualise using their own understanding of language, creating a natural learning environment.

One of the humanities' arts is creative writing. According to Brookes and Marshall (2004), the following traits of creative writing are distinctive, which are based on fluidity, originality, adaptability, and elaboration. Pelcova (2015) states that the target of creative writing is that students will be able to do self-expression, which is in contrast with the target of academic writing, where students convey and organise their ideas according to a certain format. Additionally, language learners gain a great sense of confidence from creative writing in their capacity to ignite a passion for writing. This means that teachers may assist students become more creative by giving them the necessary training (Barbot, et al, 2012). Chandio, Khan, and Samiullah (2013) agreed that the foundation of creative writing is the ability to generate fresh ideas quickly and fluidly by applying innovative thinking skills, and these concepts ought to be original and creative.

## COGNITIVE PROCESS THEORY IN WRITING

Understanding the mental activities involved in writing, the sources of information and the variables that affect the writing process are all components of writing as a cognitive process. One of the influential models of the cognitive writing process is proposed by Hayes and Flower (1980). This model highlights the internal thought process of the writer regarding writing and the writing process can be taught and learned using this model as a guide.



Flower, L., & Hayes, J.R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication* 32: 365-387

Figure 1. The Hayes and Flower (1980) writing process model

In their description of writing, Hayes and Flower (1980) illustrated the writer as the focal point to illustrate the various writing processes. Every stage of writing revolves around the writer who internalises the procedures to generate a final writing work. Long-term memory, the task environment, and working memory are all involved

in writing. The task environment consists of the task's requirements and the status of text output. Prior to engaging in many cognitive processes of planning, translating, and revising as indicated in Figure 1, the writer will rely on his long-term memory, which consists of knowledge of the topic and audience as well as the stored writing plans.

### CONCEPTUAL FRAMEWORK

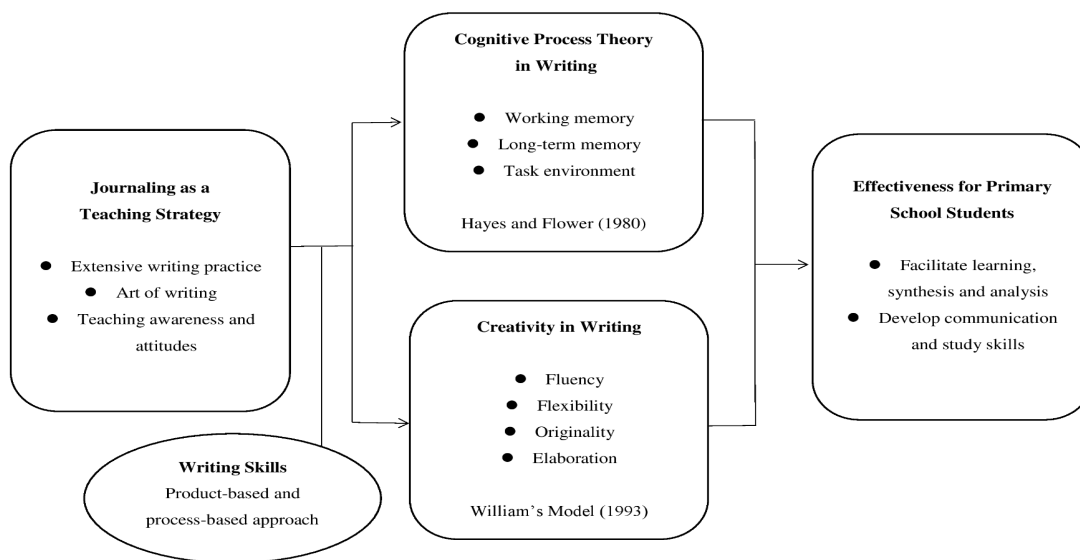


Figure 2. Conceptual Framework of The Research

Figure 2 displays the conceptual framework of the research which highlights four key domains: a) journaling as a teaching strategy, b) cognitive process theory in writing, c) creativity in writing and d) effectiveness for primary school students. The main elements behind journaling are extensive writing practice, the art of writing and teaching awareness and attitudes (Sudirman et al., 2021; Ghiasi, 2022; Zulfikar & Mujiburrahman, 2018). In the second domain, the cognitive process theory in writing is based on Hayes and Flower (1980) writing process model. There are three main components in the model, namely working memory, long-term memory and task environment. The third domain is creativity in writing, which is based on William's (1970) cognitive-affective interaction model. Creative writing domain comprises four main skills: fluency, flexibility, originality and elaboration for evaluating creativity in writing. The last domain was the effectiveness of journaling for primary school students in facilitating learning, synthesis and analysis, as well as developing communication and study skills (Choi, Notebaert, Diaz, & Hand, 2010; Uzun & Alev, 2013).

## MATERIALS AND METHOD

Both quantitative and qualitative methodologies were utilised in this research. Journal writing's effects on students' written work, attitudes and anxiety related to creative writing was examined using the quantitative method. Hence, the effectiveness of journaling on students' creative writing is tested. In the same fashion, the qualitative approach was utilised to explore students' opinions on journal writing and the progress of their writing over time in terms of the development of original ideas, coherence, cohesiveness, and voice. In this qualitative section, students' journals are examined, and interviews with some of them are conducted to learn more about these journals and the practice of journal writing.

The research was conducted at an urban school in Selangor, Malaysia. The participants involved were Year 5 primary school students and two classes were involved in this research. The research was conducted in a normal classroom setting as part of the program. All participants were chosen using the purposive sampling method. The sample consisted of two groups of level two students, consisting of year 5 classes. The first group was allocated as the 'journaling group' and the last one was the 'conventional writing group'. Every English language lesson included journal writing exercises for the journaling group. On the other hand, the usual writing activities completed by the conventional writing group throughout the months. Students in the journaling group were asked to record their opinions and attitudes regarding journal

writing in their journals respectively at the end of the month.

This research employed the following instruments: 1) journal entries, 2) questionnaires and 3) interviews. The journal writing practise was carried out over two months. Students completed their first entries in journals and responded to the questionnaires on attitudes toward journaling and creative writing during the twelve weeks intervention. For the journaling group, the teacher presented the students with instructions on how to write a journal, the purpose of keeping a journal, the frequency of writing, the submission frequency, the length of time for entries and the emphasis to be placed on ideas rather than the technical aspect of language, and also sharing thoughts and experiences which were all important considerations for them before starting the journaling's practise. The students were then instructed to keep journals on a regular basis, once per week, either in response to the general reflection guidelines or in reaction to the teaching topic they had been exposed to during the previous week's or prior weeks' English lessons. The option to write in a journal at home has been allowed. The researcher reviewed, provided feedback and approved the student journals once a week. In order to execute this process, the teacher will gradually decrease input or feedback and allow students to take greater responsibility for journal writing.

## RESULTS

### INTERVIEWS

Four participants were interviewed, two females and two males respectively, as well as the English teacher for both classes. Data acquired from the teacher's interview and students' perspectives regarding journal writing were analysed to look at categories of themes reflecting participants' and teachers' attitudes towards journaling. A minimum of two examples from the students' or the teacher's remarks regarding journaling were required for each theme that is presented here to be analysed. In describing the findings, only student quotation examples that reaffirm the same theme will be cited to prevent duplication. Initials will be used to protect privacy when quoting students' comments. The following sections cover the themes brought up by each group, beginning with data from the journaling group and continued by data from the conventional writing group. In the same fashion, wherever they are pertinent to the topic under discussion, direct quotes from the teacher's interview will also be mentioned. The codes derived from the interviews were categorised into themes related to communication, feedback, creative writing skills and challenges of journaling as a strategy to improve creative writing skills.

## FEEDBACK ATTITUDES

Table 4. Themes and frequency values for the *Feedback Attitudes*

Themes	f
Making time for oneself	1
Feeling more confident	2
Positive feedback from the teacher and friends	2
Appropriate for people with sensitive personalities	1
Becoming a joyful self-discovery	1
Freedom of expressing feelings	3
Recognising your own needs and making changes in the future	1

Table 4 shows the themes and frequency values for the participants' feedback attitudes regarding the journaling technique. Once every two weeks, the teacher would randomly gather the journal entries from the students and provide commentary on them. Almost all of the participants mentioned that they appreciated the teacher's input and considered it to be one of the advantages of journaling. The significance of positive feedback for the participants as writers was made clear to them. They emphasised the importance of feedback in their remarks:

*As I can identify any mistakes and fix them right away, it's actually very important, especially for a beginner like me.*

*Madam S was very encouraging. She gave me ideas on how to write simple sentences in the entries.*

Student AA discovered that journal writing helped him to make time for himself:

*I found that journaling frequently helped me write and served as a reminder.*

On the other hand, the teacher suggested that journaling was appropriate for people with sensitive personalities, where they can express their anger or sadness in writing instead of verbally expressed it:

*I thought that student was happy-go-lucky in person. When I go through some of her entries, there was a sad phase in her life where she had lost her grandmother; and she wrote 'sad' repetitively in the same week.*

Some of the students stated that journal writing helped them going through a joyful self-discovery:

*I realised that I felt relieved after I was done writing for the day and that there was a small smile on my face.*

Apart from that, the students mostly agreed that journaling gave them freedom of expressing their feelings. Furthermore, they stated that journal writing enabled them to freely express their ideas without worrying about making mistakes, helping them to get over the crippling anxiety they used to have anytime they tried to write:

*I felt like 'talking' to a person when I am writing.*

*Normally I would keep it to myself, but in the journal, I can write down anything I want without restricting myself.*

The students felt an increase in their level of confidence when writing the journal entries in English. This is presumably owing to the less-threatening environment in which the journaling practise was conducted. Students were encouraged to write in English since it gave them confidence in their writing skills.:

*The teacher told us to write anything without worrying about whether the sentences are correct or not. I felt relieved knowing that I will not be judged by that.*

Lastly, the teacher claimed that keeping a journal enables one to identify one's own requirements and implement future changes:

*This (journal writing) is the platform for the students to figure out what they want to do something meaningful in their life in the future. Who knows what is in their mind?*

The practice of keeping a journal is very much personal discipline. The interviews' results demonstrate how widely participants' intentions and encouragement differed; a few of them kept journals in different ways, and no two were the same. In order to boost students' confidence in their skills, Meskauskiene (2017) underlined the need of creating a humanistic environment in the classroom that

is founded on respect for the students and their ability. Schleicher (2019) asserted that students' performance and

well-being are impacted by their self-assurance in their skills and their fear of failing.

## CREATIVE WRITING SKILLS

Table 5. Themes and frequency values for the *Creative Writing Skills*

Themes	f
Getting comfortable with writing	2
Developing more organised and effective writing techniques	1
Acquiring happiness through writing	3
Growing pleasurable throughout time	1
Being able to apply something that you love to do	1
Writing and sketching according to your mood that day	1

Table 5 displays the themes and the frequency values for the creative writing aspect from the participant's and teacher's point of view. Most of the participants expressed their happiness throughout the experience of journaling. The following are some statements made by participants regarding their creative writing skills:

*I love to the fact that I get to write some of the lyrics of my favourite song to capture the mood that I experienced that day.*

*I am happy to be able to lash out my tension in the journal.*

Student NI mentioned about the ability to apply something that she loved to do, writing and sketching according to her mood and feelings daily:

*I love to draw. When the teacher said that if you cannot think of anything to write, you can draw in the journal to picture your feelings for that day. I love doing that.*

Other than that, the teacher commented that throughout inspecting and evaluating some of the student's work, journal writing helped students to develop more organised and effective writing techniques:

*They write more in the journals compared to the regular English writing exercises. I am fascinated at the way they gave feedback on one of my lessons about going on holiday. They write it in an organised and concise way, easy to comprehend the content of the journal.*

Meanwhile, some of the students expressed that they were getting comfortable with writing when they were asked to do the journal writing activities, as compared to the conventional writing:

*I felt scared to write in English before, I do not feel confident as I am afraid to make mistakes, but when I write in the journal, I can write short phrases and rewrite the song lyrics.*

Student SS shared her experience during her first two weeks executing the journaling activities. At first, she found that writing more than the regular writing activities irritated her, because in her mindset, writing journal entries means to write lengthy sentences. She noted that journal writing became more enjoyable over time throughout the last month of the practise:

*At first I thought we were going to write essays. As the time passed by, I discovered that it was a simple activity to do (writing short phrases) yet enjoyable at the same time.*

## CHALLENGES OF JOURNALING

The participants encountered the obstacles or shortcomings of the practise while they completed the journal entries. The teacher also gave her insights on the elements that contributed to the drawbacks and what should be emphasised or avoided to increase its effectiveness. The following is the list of the issues that the teacher and students identified:

Table 6: Themes and frequency values for the Challenges of Journaling

Themes	f
Time constraints	3
Experiencing typical days	1
Concern that the journal may be discovered and read by others	2
Becoming weary of writing the same things repeatedly	1
Unable to articulate oneself	1
Incapacity to adequately convey the emotions and ideas	1
Forgetting what occurs during the day	1

Table 6 displays the themes and frequency values for the challenges faced by the participants in journaling. Here are some examples of how the participants expressed their concern with journal writing's security:

*I have always been afraid that someone will read what I write secretly.*

*I hide my journal in the locker instead of the drawer.*

Student MD found that it was typically weary to write journal entries every day. He mentioned writing it about twice a week when he was busy during sports practice during sports week:

*It was boring having to write every day and never having anything interesting to write about. Too tired of running practise.*

The teacher were in line with the student's opinion on writing the same things repeatedly in the journals:

*Choosing a topic to write about in the journal might be challenging at times.*

*It affected their mood to convey their ideas and emotions in the journals.*

Student SS expressed her views on moments where she was unable to articulate herself in the entries. There were times when she forgot to write in the journal, she admitted that she forgot about the events that occurs that particular day:

*Sometimes I have no idea what to write, and the daily writing just confuses me more.*

*I realised that I forgot to write on that particular day. The next following day I tried to write it down, but I forgot what I did that day.*

Most of the interviewees agreed that time constraint was the most challenging part of completing the journals. The school activities and other commitments limited their time to fully contribute to the journal writing.

*I have to mark their English exercises as well, so time is really not on my side.*

*We have to study for examinations for some weeks, so we have to prioritise them first.*

Despite the fact that the majority of students understand the value of creative writing, those who just view journal writing as a chore or task requirement have not grasped the significance of this relationship. Some of them were still lacking the self-assurance to maintain it as a healthy practice. To put it succinctly, a number of students have serious concerns and grievances over this journaling to be implemented in the classroom.

## DISCUSSION AND IMPLICATIONS

The results of the quantitative analysis demonstrated that the participants had favourable opinions on journal writing. The qualitative research data of the statements made by the journal writing group provided additional significant support for this finding. Overall, the participants emphasised a number of advantages of journal writing, such as the ability to write in a conversational setting, the chance to write, the development of writing through practice, the provision of feedback that is meaning-focused, the capacity to alter beliefs related to writing, the encouragement of self-confidence and the ability to overcome writing anxiety. Journal writing has drawbacks such as requiring everyone to write on the same subjects, time constraints, unable to articulate oneself in the entries and concern with journal writing's privacy.

## DEVELOPING CREATIVE WRITING SKILLS

Writing teaching nowadays is often predicated on approaches that emphasise exposing students to theoretical or technical ideas of writing skills in addition to essay samples, with the hope that this will enhance students' written performance. Although students struggle greatly with language, they may be highly creative when using their first language, coming up with words, rhymes, chants and stories. The results of this research demonstrated how important it is for teachers and students to value creativity and creative writing from the very beginning of education. Research in the literature demonstrates that using creative writing exercises to students can help them become more proficient writers. Moreover, the benefits of writing studies extend to speaking abilities, creative writing abilities, writing anxiety, writing skill and writing attitude. Additionally, research has shown that creative writing skills can be developed (Demir, 2013). Students can develop both their writing and creative thinking skills by participating in creative writing exercises that offer them multiple opportunities to think creatively.

Following the creative writing practices, it was noted that the students in the journaling group produced their entries with greater attention and legibility in structuring sentences. Beydemir (2010) stated the students employ more unique characters in their creative writing pieces, including intriguing details when characterising people, locations and events. It was discovered that the majority of the students were drawn to unique, playful and creatively engaging activities when it comes to creative writing. It is agreed that requiring students to engage in more creative writing tasks on a regular basis will help them gain expertise in the area and hone their expressive abilities (Eser & Ayaz, 2021). The participants mentioned that after the journaling experience, they were able to compose simple sentences that were more imaginative, easier in terms of expressing themselves in writing and that they had learned to evolve positively in writing. Eser and Ayaz (2021) added that students were encouraged to express ideas and gain the confidence to publish their written work, even if it was humorous, because of the free-thinking environment provided and the reinforcement of creative thinking.

## PERSONAL DEVELOPMENT

Similar to the journal entries, the personal development theme included phrases like relieving someone, understanding oneself and making adjustments for the future, feeling as though one has an idea and helping someone better express themselves. According to Hyland

(2003), one of the most common criticisms of conventional writing activities is that the themes chosen and the formats needed are disconnected from the experiences, passions and aspirations of the students. Past studies by Hanauer (2010) and Iida (2010) have demonstrated that the inclusion of creative writing in the classroom has a good impact on two important aspects in language development, which are motivation and confidence. Those who are deeply engaged in something tend to have boundless energy and passion to learn more about it and become proficient in it. The journal practice helped the participants perceive the importance of their personal development in a variety of ways.

Students frequently write for fictitious purposes in traditional academic requirements in order to complete their school's task or homework. Nonetheless, when asked what they had gained from journaling, the participants most frequently mentioned independence, happiness, fun and encouragement to write creatively. They stated that journaling gave them a better perspective on writing and made it seem like an enjoyable activity. This finding rhymes with findings of Ghiasi (2022), Sudirman et al. (2021) and Cramar (2003) regarding journaling as a medium for individuals to express themselves freely in a relaxing and enjoyable manner.

## NEW DIMENSIONS IN WRITING INSTRUCTION

Students prioritise personalisation in their expressive writing, as evidenced by the topics or issues that they choose. This suggests that teachers of English as a second language should consistently design lessons that allow students to connect to their own experiences since it boosts students' confidence and involvement in the class. Thus, beginner writers should start with more emotive, personalised writing exercises before moving on to more conventional writing instruction. This is in line with Agili & Prabhashini's (2021) study on enhancing learning environments that requires creating appropriate contexts for illustrating, interacting and providing students with valuable opportunities to practise language within assorted situations.

The participants' decision to keep writing in their journals, to write in them every day, to become accustomed to writing in them, to feel content about it and to keep writing in different genres is evidence of the significant impact that journaling has on writing instruction. Daily issues, personal growth and writing abilities were the themes that surfaced during the interviews pertaining to the participants' journals. The participants explained that journaling has been beneficial because it has allowed them to share many things that they are not comfortable sharing



with others, connect with themselves in a safe and secure space, converse with them as a friend, write secrets in it and act as a reminder of things that need to be done. In this research, journaling allowed participants to do self-observation and enhance their relationship with themselves.

## IMPLICATIONS

The results of the research have several implications for ESL creative writing instruction and studies. In general, the students' response to the journal writing exercises were positive. Thus, journal writing might be utilised as an additional writing exercise in the writing classes. Writing instructors will need to allot enough time to provide feedback on students' work in order to execute this process. Besides that, one way to enhance collaboration among students is to have them share and provide feedback on each other's journal entries. Students must be reminded to focus their comments on the concepts and content of journals in order to avoid undermining their intended purpose.

The beneficial impact of journal writing on reducing writing anxiety, a challenge that many L2 writers have, is another significant educational implication. The process of writing journal entries aided the learners in gaining self-assurance and faith in their own L2 composition skills. The shift in the participants' perceptions of their creative writing skills demonstrates this confidence. Writing in a journal can assist extremely anxious writers to develop their self-confidence and overcome their fear of writing in their second language. Thus, comprehending the factors and methods that impact students' creativity is not only vital for improving the efficacy of creative teaching, but it is also a crucial matter that should be taken into consideration when creating learning plans by all practitioners and decision-makers involved in the advancement of creativity teaching and learning journey.

## CONCLUSION AND SUGGESTIONS

Writing is a communication process, as the results have demonstrated; as a result, written performance can be enhanced when students engage in communicative activities where they feel compelled to write in order to express their views. Writing could be considered a genuinely intentional endeavour that is carried out to give meaning. As a result, it becomes necessary to pay greater attention to the communicated message's meaning rather than just its structural accuracy. Journal writing helped students to elevate their confidence level about their own writing abilities. The research ability to alter participants' opinions on how writing should be taught is crucial. This

indicates that the intervention enhanced both the students' written performance and their comprehension of creative writing.

The following recommendations are in light of the research findings and the literature review. Future researchers would be able to further engage the students in their own learning and use learner-based curriculum if the teachers utilised them in their writing sessions. Teachers must be prepared to invest time and effort in providing students with feedback on their journal entries if they are to utilise journal writing in their lessons and maximise its potential. In addition to capitalising the students' creative writing skills, feedback will help them identify their own shortcomings and strengths. While the current research provided some insight into the topic of journaling in enhancing creative writing skills, there were certain methodological flaws that should be taken into account in subsequent studies. The results of this research could benefit researchers in the future. They might execute further research and study on the topic of writing journals to enhance the acquisition of other English language skills. Writing skills and composition comprehension are among two examples of these skills. The potential efficacy of journal writing in the instruction and in other lessons and subjects as well can also be examined. Consequently, the researchers can examine how well the students have understood and comprehended the lesson's information. The strong influence of social media on students' life should be considered by authors of ESL textbooks, and the effort to utilise it effectively to aid students to learn English outside of the classroom and to develop their writing creativity.

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